



2020 Charter School Programs Project Directors' Meeting

Monday, February 24, 2020 | Washington, D.C.





Welcome

Jim Blew

*US. Department of Education
Assistant Secretary for Planning, Evaluation and Policy Development*



Grantee Showcase

Ellen Safranek, CSP Program Director
Hagar Berlin, Brooke Charter High School
John Swoyer, MaST Community Charter School



BREAK

Be back at 10:45 a.m.



Four Trends in Charter Schools

Mark Medema, National Alliance for Public Charter Schools
Karega Rausch, Ph.D., National Association of Charter School Authorizers
Elizabeth Robitaille, Ph.D., California Charter Schools Association
John Zitzner, Breakthrough Schools

Moderated by Steve Canavero, Ph.D., National Charter School Resource Center



Activity



What trends are you seeing in your work?

Discuss at your table for ~10 minutes.

Designate one person to respond to the Poll Anywhere. Please share your top three trends via one text message.

Text **CSPDIRECTOR443** to **37607** to join the poll.

Then text in your response.

Or... Visit PollEv.com/cspdirector443 to submit your response.



< Back

Respond at **PolleEv.com/cspdirector443**

Text **CSPDIRECTOR443** to **37607** once to join, then text your message

Visual settings

Activate

Show responses

Lock

Clear responses

**Please share the three trends identified during
table-talk discussion.**



No responses received yet. They will appear here...

 Poll Everywhere

Logout



Lunch

Return at 1:15 p.m.

Jim Goenner, Ph.D.
Naomi Rubin DeVeaux





Our Heart

We want everyone to have the opportunity to learn, grow and reach their full potential.



Our Mission

Inspire, equip and support people and organizations dedicated to improving education for our kids and our country.



Our
Work

Students/Families



Authorizers

Schools

Boards

ALIGNING FOR GREATNESS

SCHOOLS – BOARDS – AUTHORIZERS





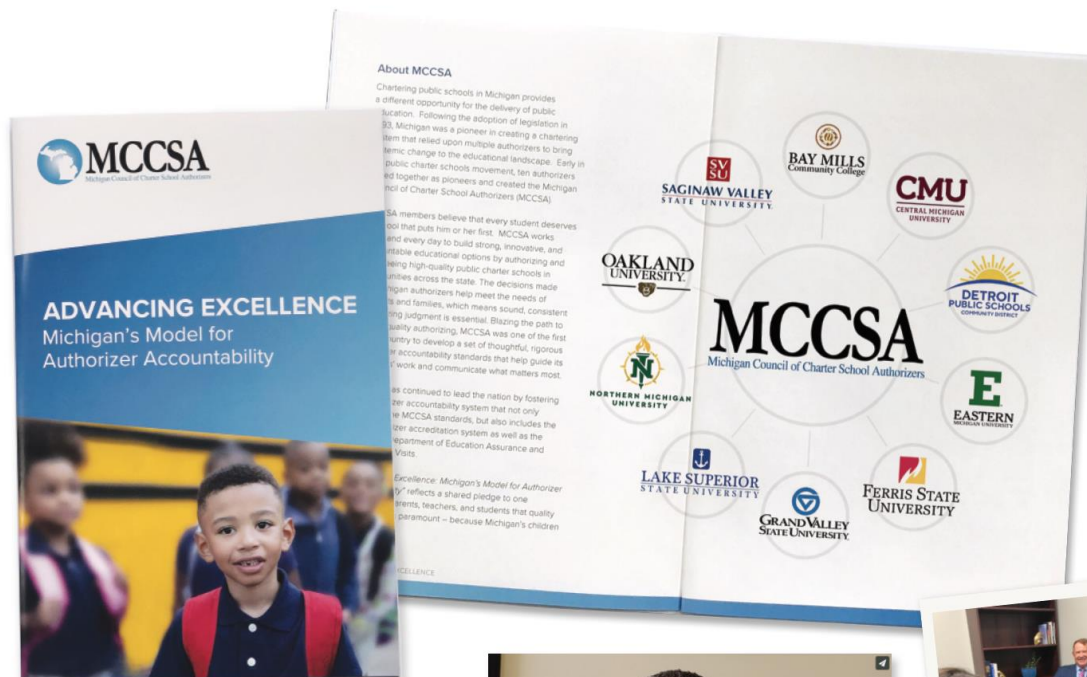




Review Teams in Action

“Engaging the Institute has strengthened our coordination and communication with Michigan’s authorizers. Together, we are raising the bar and focusing on quality.”

— TAMMY HATFIELD
Manager | Public School Academies Unit
Michigan Department of Education



Board Recruitment & Orientation Videos





Measuring Quality

Alternative Education Campuses and Populations



The A-GAME is an **initiative** funded, for the first three years, by the U.S. Department of Education through a Charter School Program Dissemination Grant (U282T180014) for the explicit **purpose** of **developing and disseminating resources** and tools to help charter school authorizers in their oversight of **alternative education campuses**.

WHO

A-GAME Project Team

WHY

More of the Same is Not Working

WHAT

Creating Tools & Resources

HOW

Designing Measures of Excellence

US

Collaborating with YOU!

We Believe...

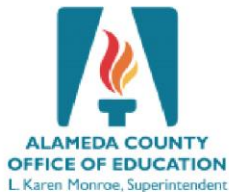
Education Transforms Lives.

Excellence Knows No Boundaries.



National Authorizer Leadership Team

Eleven nationally recognized authorizers from nine states:



California



Minnesota



Ohio



Illinois



Michigan



New York



Florida



Nevada



New York



District of Columbia



Michigan

National Advisory Committee



Grand Valley State University
(Michigan)



High School for the Recording Arts
(Minnesota, California)



**Arizona Alternative
Education Consortium**

Arizona Alternative Education Consortium
(Arizona)



Michigan Association of Public
School Academies
(Michigan)



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**
JUDY D. WHITE, Ed.D. | County Superintendent of Schools

Riverside County Office of Education
(California)



National Alternative Education Association



Ohio Council for Community Schools
(Ohio)



**PUBLIC CHARTER
SCHOOLS of
NEW MEXICO**

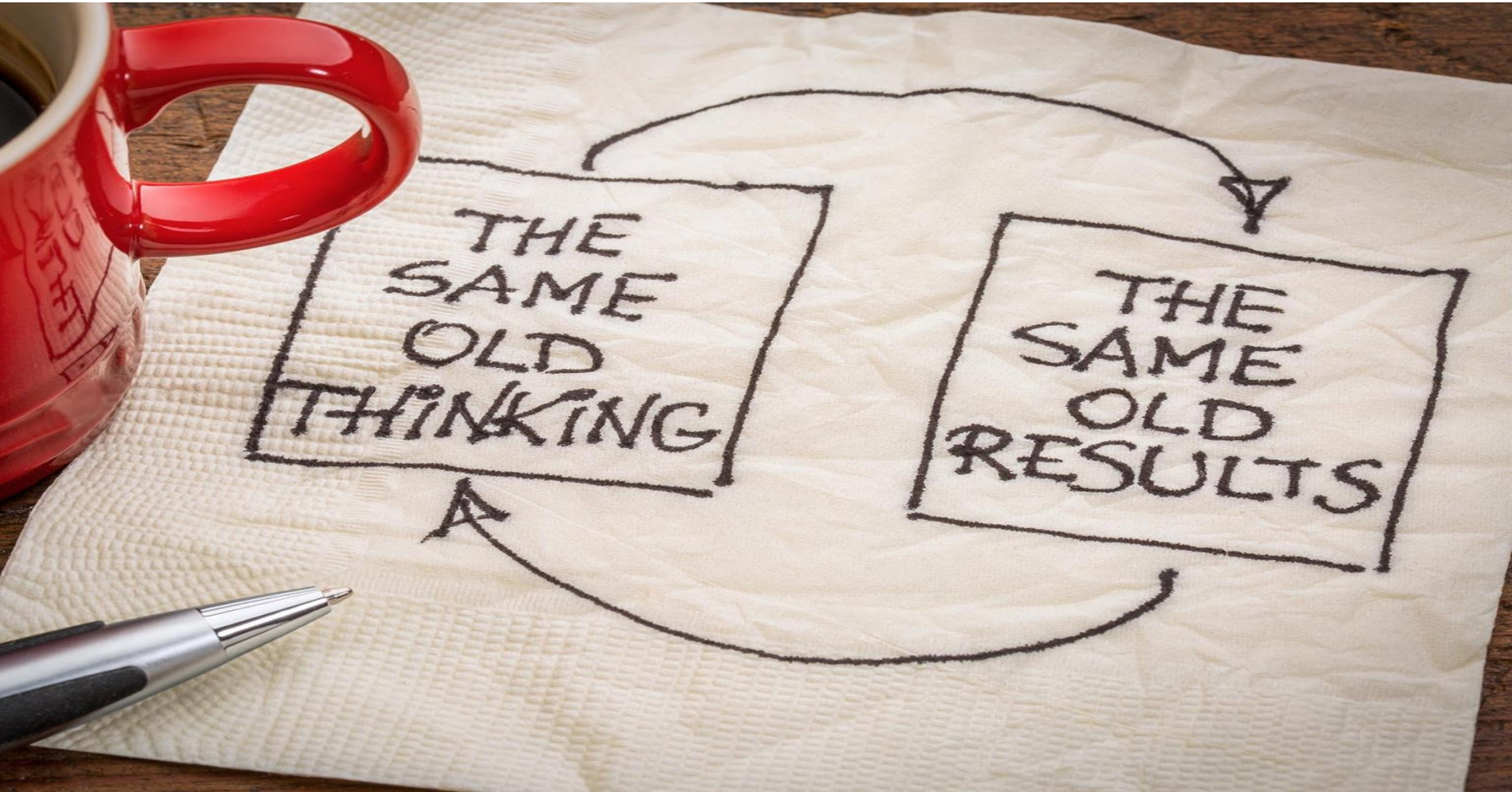
New Mexico Coalition of Charter
Schools
(New Mexico)



Learn 4 Life Concept Public Charter School
(California, Ohio, Michigan)

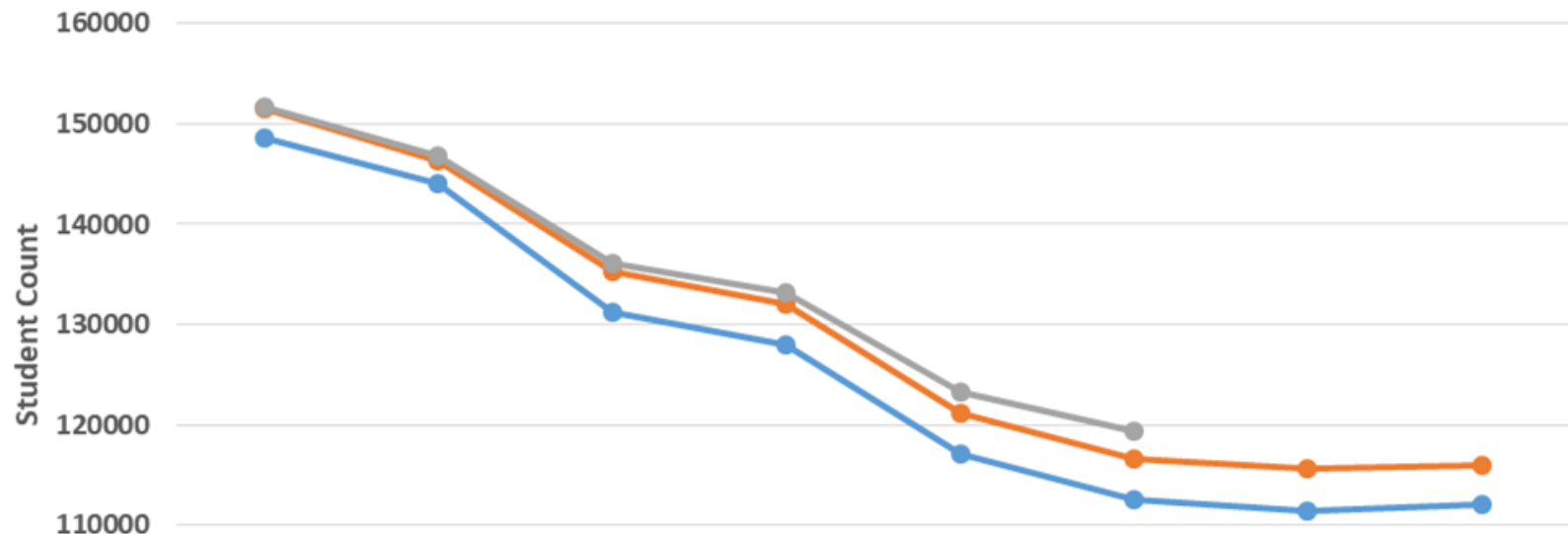
WHY

More of the Same is Not Working



Students Leave Traditional High Schools

Number of Starting 9th Grade Students in Graduation Cohorts from 2013-2015



	October Year 1	March Year 1	October Year 2	March Year 2	October Year 3	March Year 3	October Year 4	March Year 4
2013	148520	143992	131238	128019	117130	112520	111427	112045
2014	151455	146398	135214	131980	121182	116636	115678	115927
2015	151716	146763	136137	133216	123273	119337		

Where They Go

Alternative Education Campuses

An alternative education campus, or AEC, commits to targeting **high-risk youth** and offers them an **opportunity to matriculate** to the next level of education in an **environment** that **differs** from that offered by more mainstream schools.

The mission, or primary focus, of an AEC is specifically crafted within the charter application to convey the intent to provide alternative education.

Fewer Quality Options, Despite Need

Alternative Education Campuses

AECs strive to serve the most disadvantages, and often, furthest behind students

Average student performance is often low on traditional measure—leading to “poor performing” school ratings

Authorizers are challenged by the discrepancy between what they see in the building and what they see on paper

Some good AEC get closed, some bad AECs remain open

Fewer AECs being authorized across the country, despite continuing need

Objective #1: Define Students

Students who upon enrollment:

- Have **previously dropped out** of school;
- Are **one year behind** on **credits** required to graduate;
- Are **two or more years behind** in more than one **core subject area**
- Have been **expelled**;
- Are **chronically absent** students;
- Have three or more **avoidable enrollment occasions** in a two-year period;
- Have been or are considered **adjudicated youth**;
- Experience with **homelessness, housing instability, or foster care**;
- Have **drug or alcohol abuse** issues;
- Are **pregnant and/or parenting**;
- Have experience with one or more of the following conditions that directly impact their ability to function in school: **Trauma, mental health and, behavioral health.**

Student Characteristics: Discussion

3 Minutes

Why are the following not considered high-risk factors for Alternative Education Campuses?

- Students with Disabilities
- English Language Learners
- Students Eligible for Free or Reduced Price Meals

WHAT

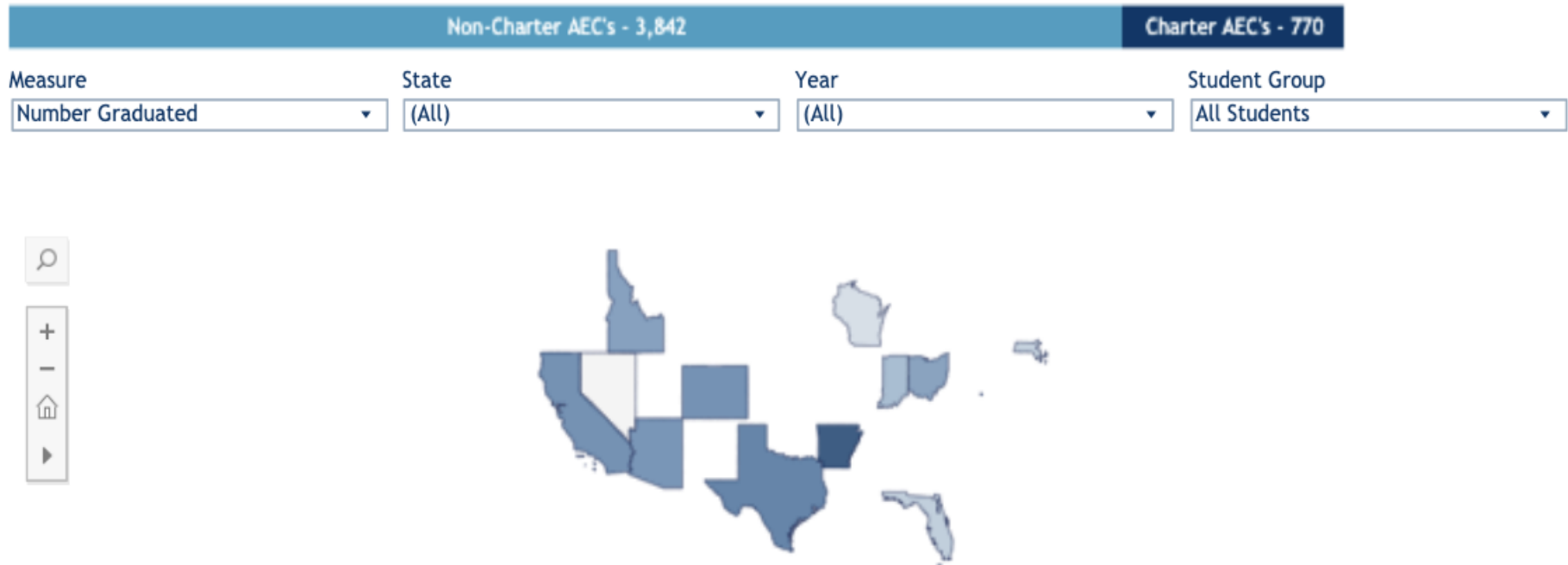
Creating Tools & Resources



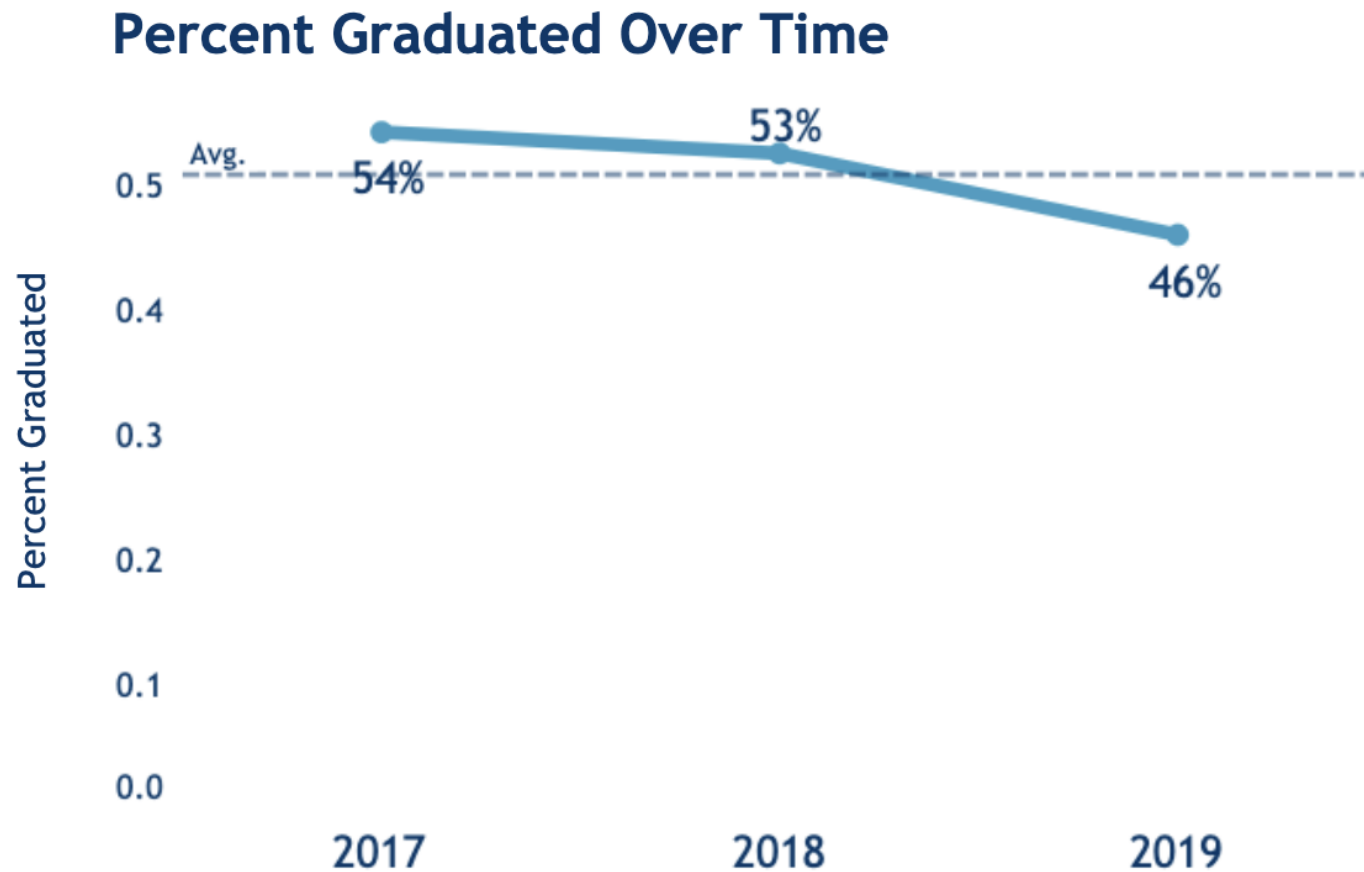
Objective #2: Disseminate Useful Data

National Alternative Education Campuses (AEC's)

Instructions: This view shows information for AEC schools nationwide. Adjust the filters or click on a state to see detailed views.

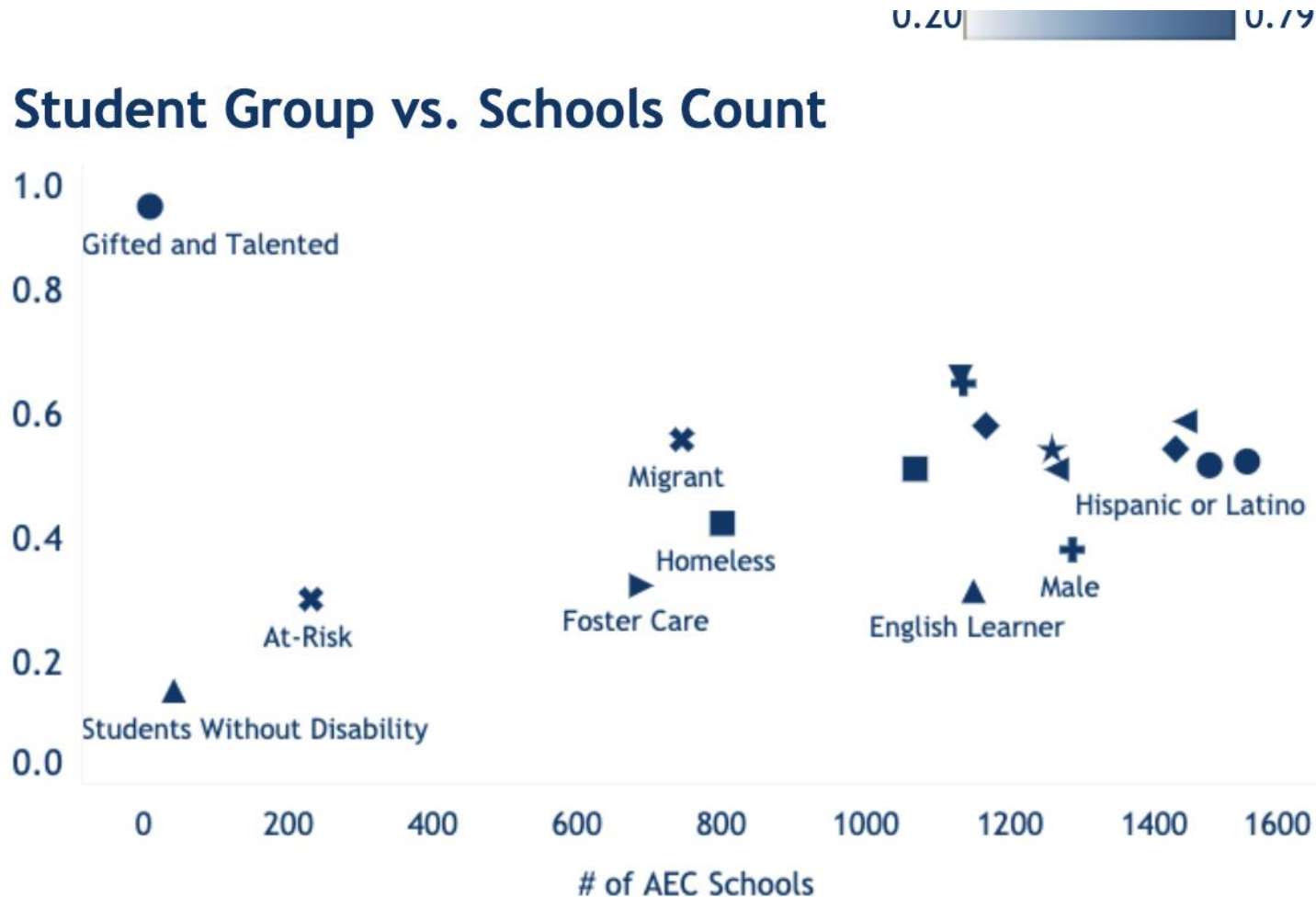


Objective #2: Disseminate Useful Data



Objective #2: Disseminate Useful Data

Student Group vs. Schools Count



Objective #3: Create Resources for Measuring Quality





Guide to Evaluating Alternative Education Campus Application to Operate a New School

A-GAME (Advancing Great Authorizing and Modeling Excellence) is a group of nationally recognized public charter school authorizers committed to improving the way we measure the effectiveness of alternative education campuses. By focusing on these schools, often described as "dropout prevention" or "credit recovery" schools, this group of thought leaders is tackling the most pressing question facing authorizers today: How do you measure the academic quality of schools designed to attract and engage students who, by definition, are disengaged and significantly behind in their learning?

High Stakes Rubric for Assessing Alternative Education Campus for Charter Renewal

The rubric below provides an example of how authorizers can assess an application to renew an alternative charter, and is consistent with the guidance and recommendations put forth in the A-GAME's [Measuring Quality: A Resource Guide for Authorizers and Alternative Schools](#) (charterinstitute.org/a-game-grant/documents-deliverables).

For the majority of a high stakes charter review, evaluation standards should be no different for an alternative charter school than they are for a non-alternative charter school. For example, criteria for assessing governance, compliance with applicable laws, and finances are no different for alternative schools. Thus, the rubric below is provided only for renewal elements that require special consideration, especially since alternative public charter schools are generally expected to meet ESSA accountability framework targets (e.g., a four-year graduation rate of 67% or higher). The omission of other elements should not be taken to mean that they should be omitted in considering an alternative charter school's renewal.

For a variety of reasons, ranging from mobility rates among high-risk students to serving students in grade levels not assessed by the state, the typical alternative school tends to have reliable data on a far smaller proportion of students than traditional (or non-alternative) schools. The example standards and ratings provided below anticipate lower statewide participation rates AND expect the school to be able to provide additional data that addresses student outcomes in both the academic and non-academic performance and growth of students.

ing on these schools, often
ols, this group of thought leaders is
y: How do you measure academic
who, by definition, are disengaged

n rate applications to open an
ce and recommendations put forth
([Authorizers and Alternative
verables](#)).

ds should be no different for an
e charter school. For example,
hool day and year plans are no
rovided only for application
potential effectiveness of a
ts, therefore, should not be taken
ication to open an alternative

MEETS	DOES NOT MEET
ission and specific to served, measured. old the stable for ents the for	Offers a generic view that does not address the student population to be served with clear understanding or details; and/or cannot be measured

HOW

Designing Measures of Excellence

A stack of several yellow folding rulers, also known as French curves or measuring tapes, are arranged in a fan-like pattern on a dark, textured surface. The rulers are marked with numbers in black ink, showing various measurements in inches and centimeters. The rulers are slightly curved, and their edges are visible, creating a sense of depth and layering.

**“WHAT GETS
MEASURED
GETS DONE.”**

Measuring Quality: Creating Goals

ACTIVITY: You are the school leader, charter authorizer, or state education agency responsible for an AEC charter school with the profile below. With a partner, create **one goal** to measure the school's **academic success**: graduation, achievement, credits, attendance.

Student Profile

Grades Served: 9-12

Avg Age @ Entry: 17.5

Avg credits earned: 6.5 (need 24 to graduate)

Avg ELA level: fiction & biography, common vocabulary (5th gr)

Avg math level: pre-algebra (6th gr)

Avg % experiencing housing instability/homeless: 15%

Avg % prior adjudication: 22%

Avg % prior drop out: 35%

Avg % self-reporting anxious/depressed/suicidal/hopeless: 72%

Avg. Annual Outcomes

4-year grad rate: 52%

% proficient, ELA (test is 10th grade literacy: advanced research): 22%

% proficient, math (test expects mastery of algebra and geometry): 15%

Measuring Quality: Graduation Alternatives

Example Alternative Metric/Target

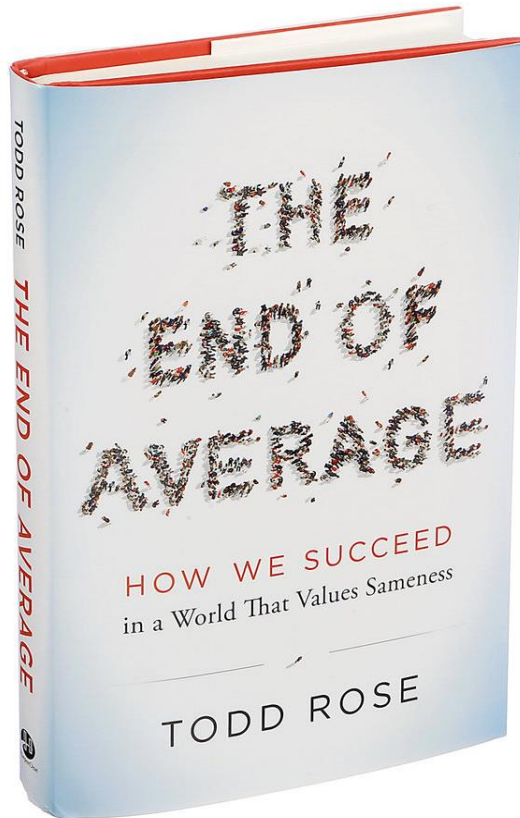
At least 67% will graduate within **6** years of entering 9th grade

Percent of seniors at the beginning of the year who receive a high school diploma by the end of the year.

Percent of high-risk students will exceed the citywide graduation rate for high risk students

Percent of non-graduates earning a GED or NEDP OR Percent of students attempting and passing one GED subject exam

Overall index score based on the number of students to graduate (on or off track), complete a high school equivalent certificate, completion of a CTE certificate, or remain enrolled in school



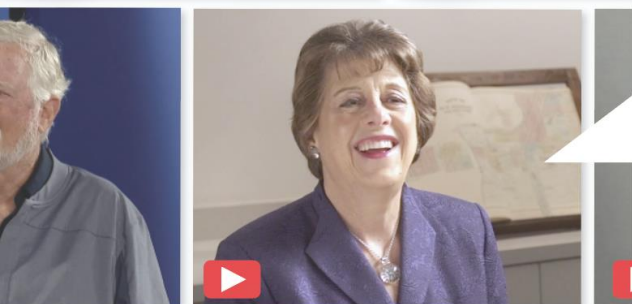
Time to Ban Average in Education

“If we overcome the barriers of one-dimensional thinking and demand that social institutions value individuality over the average, then we will change the way we think about success—not in terms of our deviation from average, but on the terms we set for ourselves.”

Dr. Todd Rose

Question?

Answer



“As the sponsor of the nation’s first charter public school law, I am proud to see the Founders Library gaining momentum. Like chartering, it began with a vision and will grow into a lasting legacy.”

— EMBER REICHGOTT JUNGE
Author, Advocate and former Minnesota State Senator

THE NATIONAL CHARTER SCHOOLS FOUNDERS LIBRARY



Ember Reichgott Junge interviewing former Colorado Governor Bill Owens



Ember Reichgott Junge, Eric Premack, Sue Burr, and Gary Hart recording California’s charter origins



THANK YOU!

WWW.CHARTERINSTITUTE.ORG/AGAME



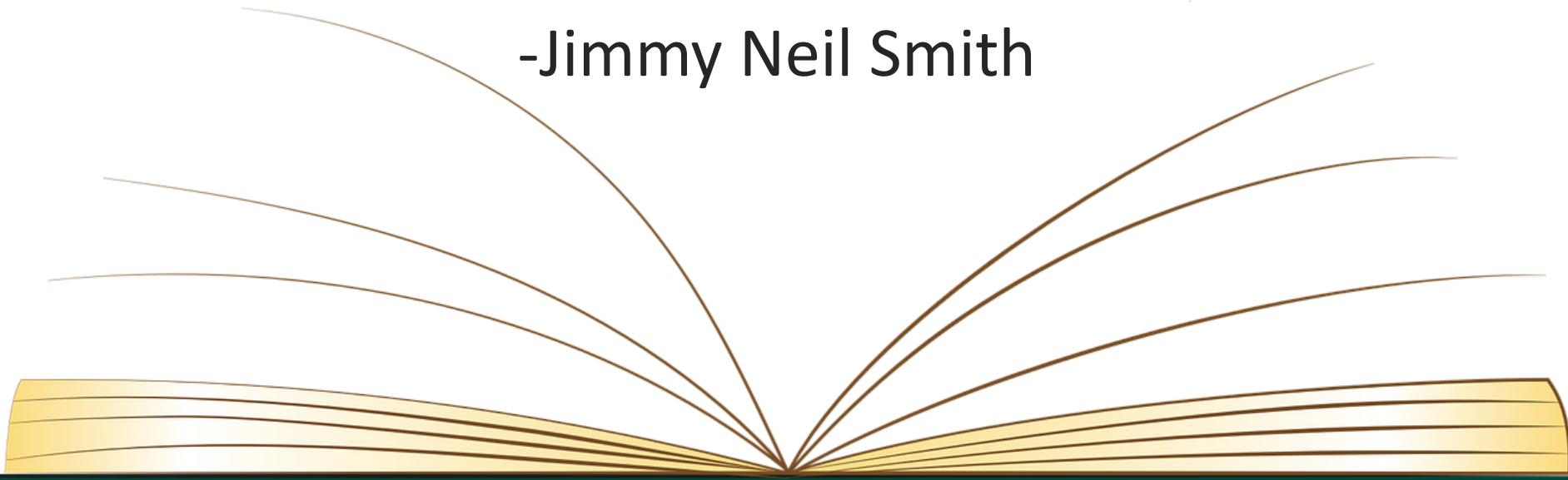
Telling Your CSP Story

Courtney Leigh Beisel, National Charter School Resource Center



We are all storytellers. We all live in a network of stories. There isn't a stronger connection between people than storytelling.

-Jimmy Neil Smith





The Shortest Story Ever Written

**“For sale:
Baby shoes. Never worn.”**

- E. Hemingway.



Stories are Everywhere...

There are inspirational stories happening all across the Charter School Programs.

“But, I’m just the project director! Storytelling isn’t in my job description!”





Storytelling is our obligation to the next generation. If all we are doing is marketing, we are doing a disservice, and not only to our profession, but to our children, and their children. Give something of meaning to your audience by inspiring, engaging, and educating them with story. Stop marketing. Start storytelling.

—Laura Holloway



Stories are Told Everywhere...



- Facebook
- Twitter
- Instagram
- YouTube
- Websites
- Earned Media
- Paid Media
- Everyday Conversation
- Case Studies
- Presentations



Why Should You Tell Stories?

- To communicate your organization's values and beliefs to audiences
- To support change and influence decision makers and stakeholders
- To demonstrate to audiences who you are as an organization
- To add a human side to your work

Emotion brings motion.





What Types of Stories Can Grantees Tell?

- Disseminating best practices, with compelling stories explaining not just the empirical data behind them, but the human side of them
- Stories of success and impact
- Stories giving a voice to those that don't have one
- Stories that demonstrate organization values and beliefs in action
- Stories about what you do, why you do it, and how you do it
- Stories that share the origin of your organization
- Stories about your engagement your community



Where Can You Find Stories...

- From your analytics
 - Maybe data are just stories with a soul.
- Brené Brown
- From your schools
- From your community
- From parents
- From your staff





How to Know Which Stories to Tell...

- Is your story interesting?
- Is your story important?
- Does your story impact your audience in one way or another?
- Does your story give a voice to an underrepresented group?
- Does your story demonstrate who you are as an organization to your audiences?
- Does your story help you accomplish a specific objective?
- Is there a WIIFM in your story? (WIIFM = What's in it for me?)



How Do You Tell Your Story...

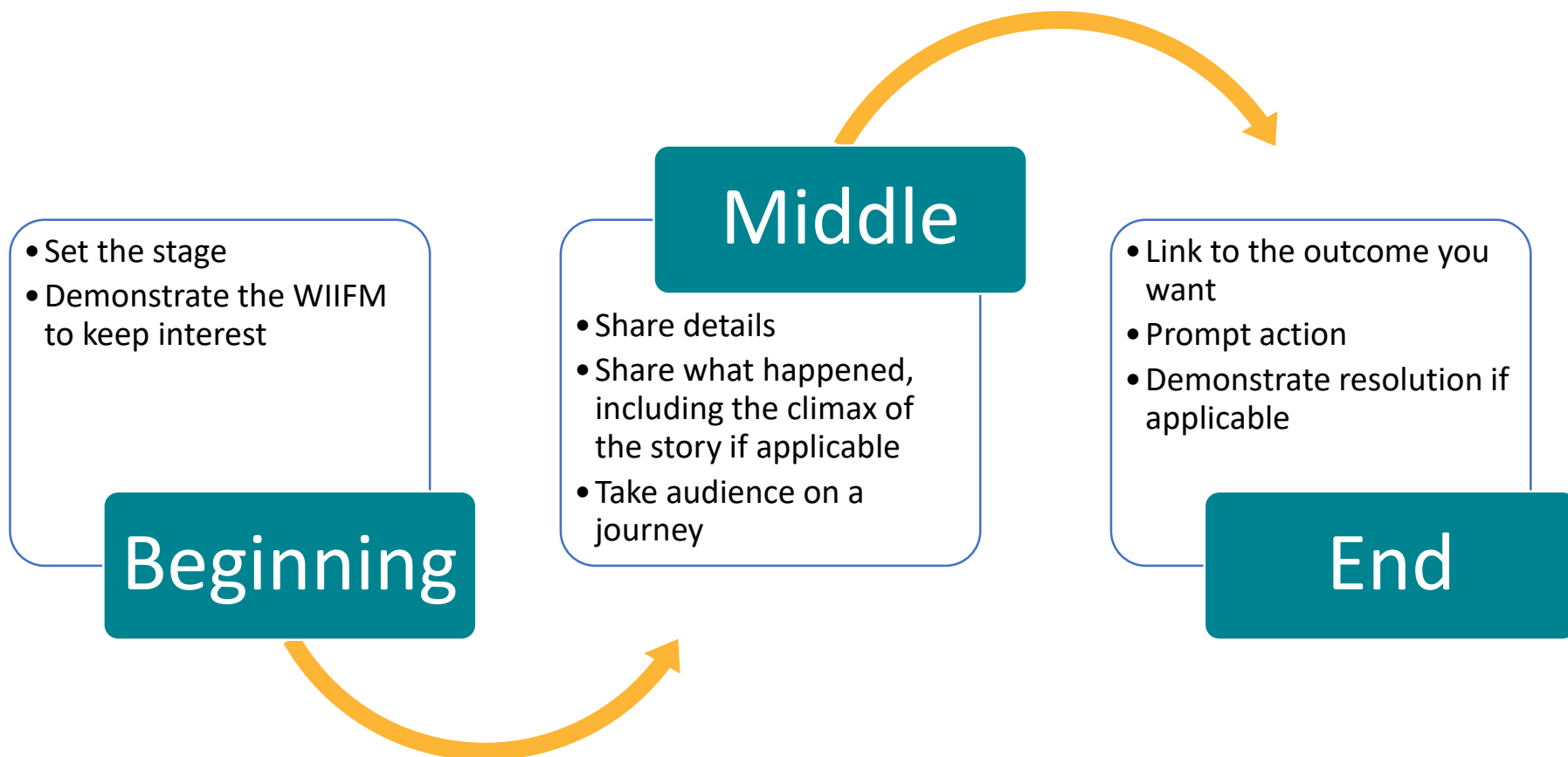
It takes preparation! And practice!

1. What are the main ideas you are trying to communicate?
2. Who is your audience? What are their motivations? Concerns?
3. What do you want your audience to do as a result of your story? How do you want them to feel?
4. What are the details of the story? Who? What? When? Where? How?





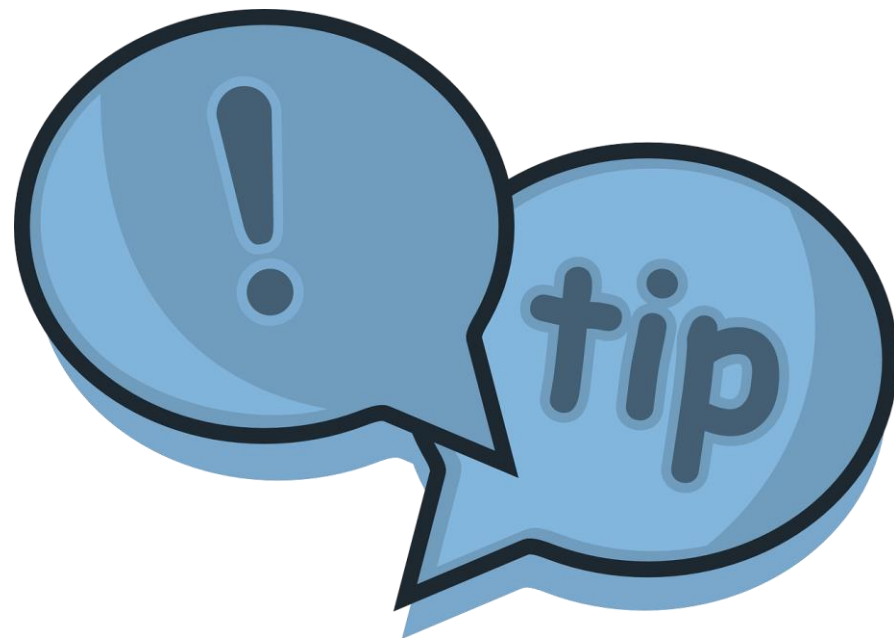
Elements of a Story...





Tips for a Good Story

- First and foremost, you have to believe it.
- It has to be truthful.
- You have to practice.
- Keep it short, sweet, and simple.
- Appeal to your audience's emotion.
- Keep it tangible and concrete.
- Adapt it to your audience.





Not Convinced?

**If you don't tell your story,
someone else will.**





CSP Grantees Telling Their Story... Esperanza College Prep





CSP Grantees Telling Their Story... NACA Schools





Activity

Turn to page 25 in the Participant Guide

- Write down three stories you could tell about activities in your CSP grant.
- Pick one story.
- Write down how this story could help you accomplish organizational goals.
- Write down potential audiences for these stories.
- Write down key details of story.
- If time permits, present your story to the person sitting next to you.



Final Thought...

The world needs more
storytellers, dreamers,
changemakers, and action takers.

-Unknown





BREAK

Be back by 2:45 p.m.



Holistic Solutions to a Systemic Issue

David Frank, New York State Education Department

Anna Hall, New York State Charter Schools Association

Paul O'Neill, National Center for Special Education in Charter Schools

Renee Willemson-Goode, Family Life Academy Charter School

Moderated by Aimee Evan, National Charter School Resource Center



Holistic Solutions to a Systemic Issue

- Disadvantaged students, and the efforts to improve their educational outcomes, are nothing new.
- So far, efforts have yielded mixed results.

What have we learned?

- Significantly improving the performance of disadvantaged youth is **most likely** to be successful when receiving support from beyond the individual school and its community.
- Success can be bolstered or stalled by the system within which a school operates.



Why New York?

- Diversity and disadvantage abound
- Success in closing achievement gap
- History and charter context in NY state



What are the levers you're able to pull to ensure ***all*** students have high quality educational options?

How do you specifically address special educational needs, English Language Learners, and students in poverty?



How do you work together with others on this panel? What is going well / lessons learned from the collaboration?



If you were to design a system to address disadvantaged youth, based on today's conversation, what factors would you consider in choosing collaborators?



Closing Remarks

Ellen Safranek, CSP Program Director